DOCUMENT RESUME

ED 202 370 HE 013 884

AUTHOR Manning, Winton H.
TITLE The Role of Testing in Affirmative Action.
INSTITUTION Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association.
SPONS AGENCY Kellogg Foundation, Battle Creek, Mich.
REPORT NO IEP-505
PUB DATE Oct 78
NOTE 26p.; Paper presented at a Seminar for State Leaders in POstsecondary Education (New Orleans, LA, October 1978). For related document see HE 013 883. Not available in paper copy due to marginal legibility of original document.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Admission Criteria; *Affirmative Action; *College Admission; *College Entrance Examinations; Comparative Analysis; Grade Point Average; Graphs; Higher Education; Minority Groups; *Predictive Validity; Test Validity
IDENTIFIERS Graduate Record Examinations; Law School Admission Test; *Seminars for State Leaders Postsec Ed (ECS SHEEO)

ABSTRACT

Graphs and charts pertaining to testing in affirmative action are presented. Data concern the following: the predictive validity of College Board admissions tests using freshman grade point average as the criterion; validity coefficients of undergraduate grade point average (UGPA) alone, Law School Admission Test (LSAT) scores, and undergraduate average combined with LSAT scores; validity coefficients for five predictors of success in graduate school in nine fields; the proportion of students at various levels of Graduate Record Examination Advanced test scores in chemistry, physics, and psychology who attained the Ph.D. within ten years; scatter plot diagrams showing prediction without selection and prediction with selection; a hypothetical example showing effect of restriction in range of talent on the size of the validity coefficient; multiple validity coefficients (LSAT and UGPA) for two successive first year classes in 95 law schools; proportion of successful selectees as a function of validity and selectivity; predicted and actual grades for black and Mexican American students; cross-plot of deltas for white-Northeasterns, white-Southeasterns, Afro-Americans, Puerto Ricans, Mexican Americans, and Latin-Americans. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED202370

Inservice Education Program (IEP)

Paper Presented at a Seminar for State Leaders in Postsecondary Education

THE ROLE OF TESTING IN AFFIRMATIVE ACTION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

ECS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

WINTON H. MANNING

Senior Vice President
Educational Testing Service
Princeton, New Jersey

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

New Orleans, Louisiana
October 1978

IEP Paper No. 505

NE 013 884

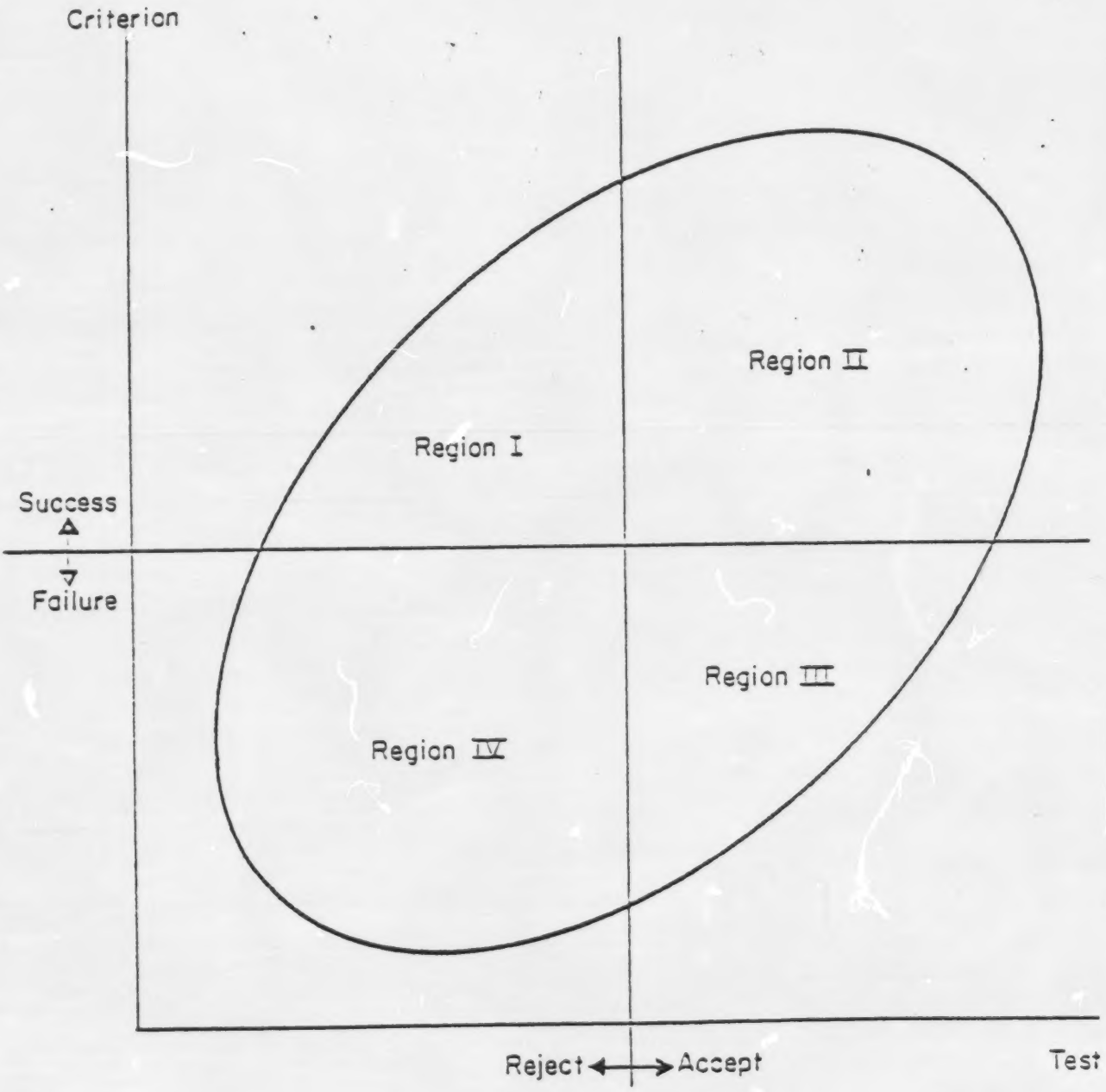
Education Commission of the States

Inservice Education Program (IEP)
Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80295

SHEEO

The IEP Program has been supported primarily by the W. K. Kellogg Foundation with additional funds from the Education Commission of the States, the Frost Foundation and the State Higher Education Executive Officers

H-1


Criterion
Region II
Region I
Success
Failure
Region III
Region IV
Reject
Accept
Test

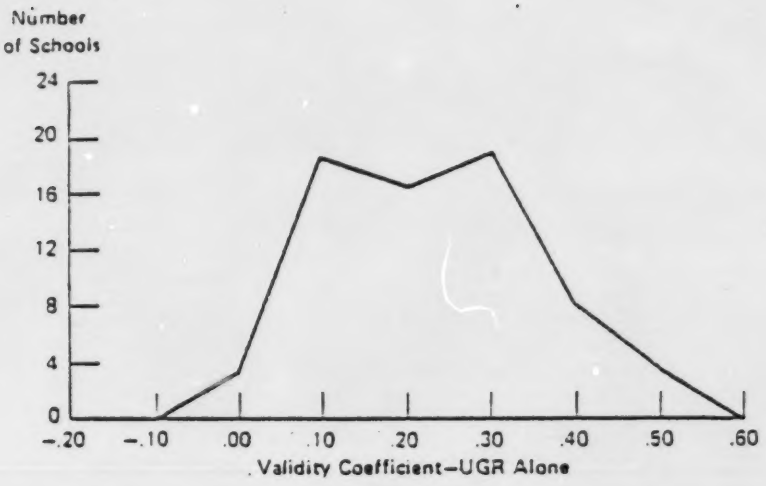
A-2

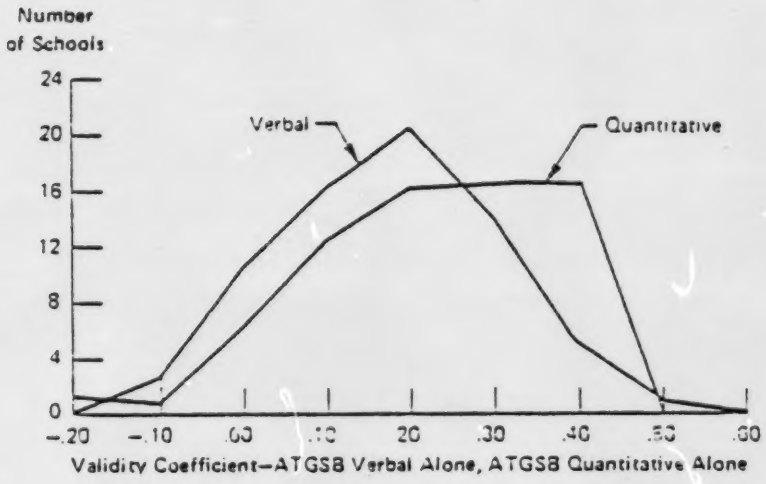
Median Validity Coefficients in a Representative Group of Studies Using Freshman Average Grade as the Criterion*

	Men	Women	Combined
SAT-V	.33	.41	.39
SAT-M	.30	.36	.33
High school record	.47	.54	.55
Multiple correlation	.55	.62	.62
Number of groups	116	143	51

*From Schrader, B. The predictive validity of College Board admissions tests, in Angoff, William F. The College Board Admissions Testing Program. New York: College Entrance Examination Board, 1971.)

A-3





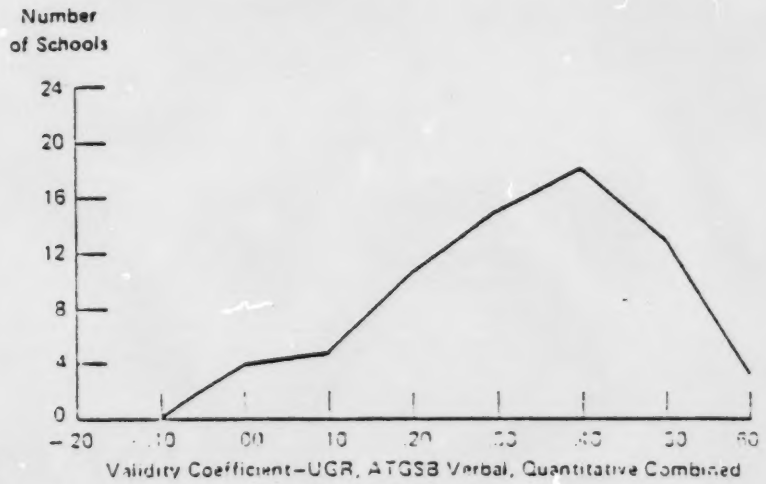
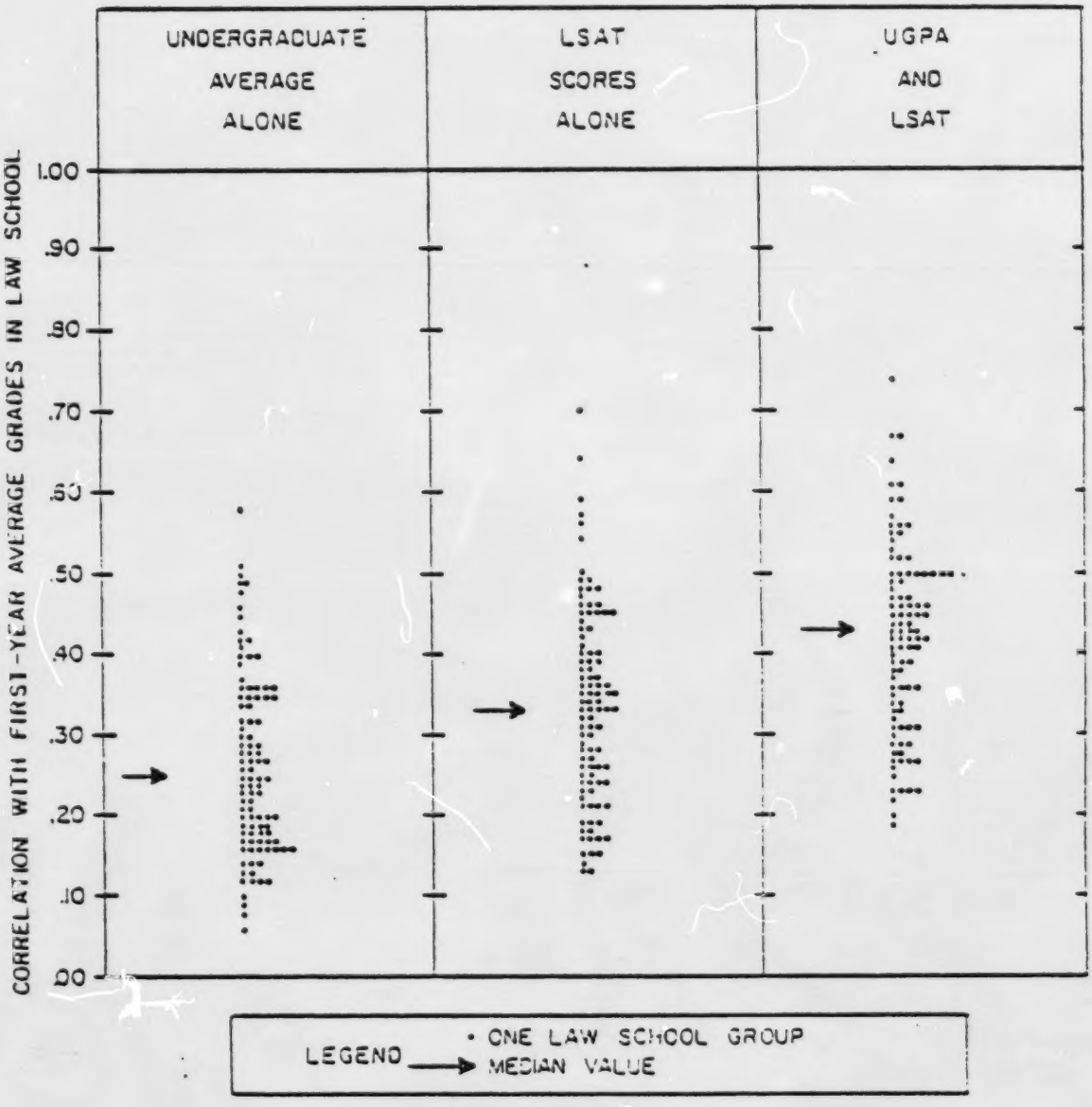


FIGURE 1

Distributions of validity coefficients for undergraduate record alone, ATGSB Verbal scores alone, ATGSB Quantitative scores alone, and UGR and ATGSB V and Q scores combined. (Based on 69 studies conducted in 1967-68–1969-70 for 67 graduate schools of business.)

A-4



Validity coefficients of undergraduate average alone, LSAT scores alone, and undergraduate average combined with LSAT scores. (Based on studies conducted in 1972-73 for 99 law schools.)

Table 1. Median validity coefficients for various predictors and criteria of success in graduate school. (The number of coefficients upon which each median is based is given in parentheses. Coefficients involving dichotomized criteria were sometimes reported as biserials and sometimes as point-biserials.)

Predictors	Criteria of success				
	Graduate GPA	Overall faculty rating	Departmental examination	Attain Ph.D.	Time to Ph.D.
GRE-verbal	.24 (46)	.31 (27)	.42 (5)	.18 (47)	.16 (18)
GRE-quantitative	.23 (43)	.27 (25)	.27 (5)	.26 (47)	.25 (18)
GRE-advanced	.30 (25)	.30 (8)	.48 (2)	.35 (40)	.34 (18)
GRE composite	.33 (30)	.41 (8)	*	.31 (33)	.35 (18)
Undergraduate GPA	.31 (26)	.37 (15)	*	.14 (30)	.23 (9)
Recommendations	*	*	*	.18 (15)	.23 (9)
GRE-GPA composite	.45 (24)	*	*	.40 (16)	.40 (9)

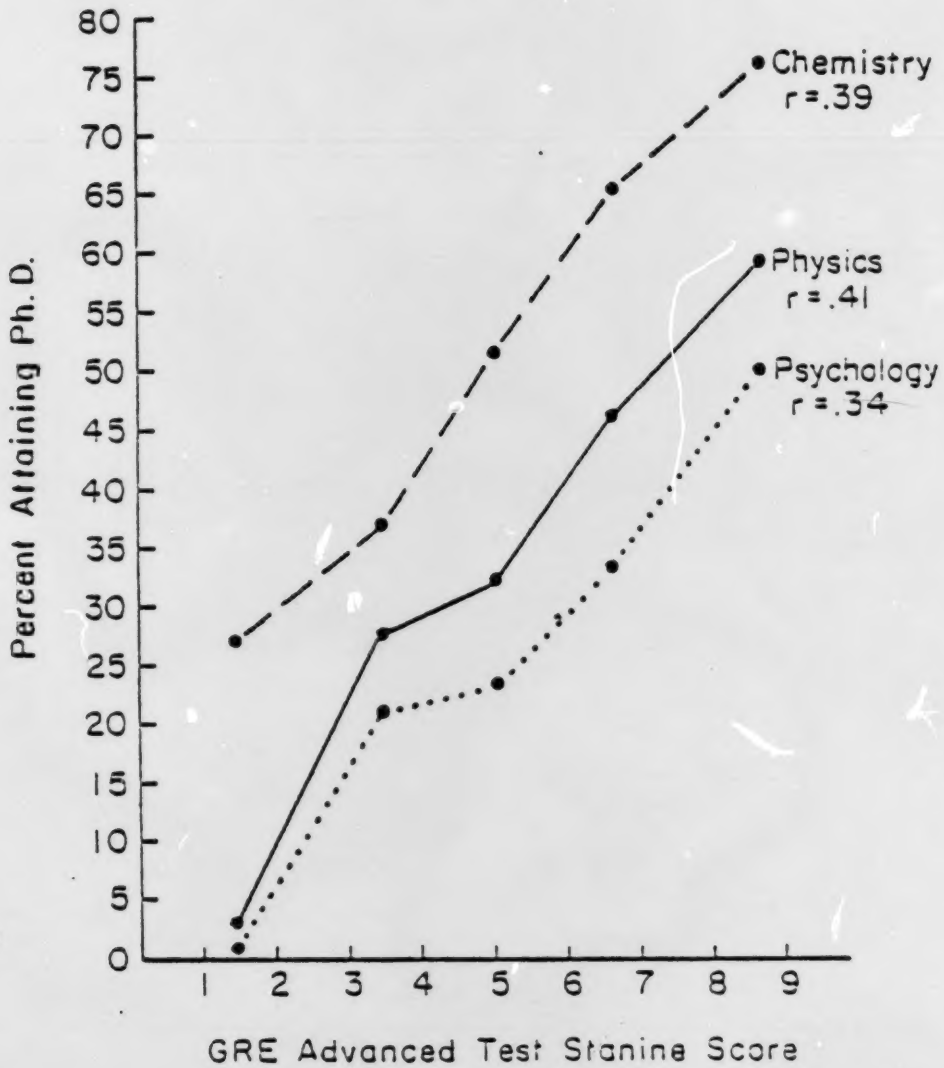
* No data available

Table 2. Median validity coefficients for five predictors of success in graduate school in nine fields. (The number of coefficients upon which each median is based is given in parentheses. Coefficients involving dichotomized criteria were sometimes reported as biserials and sometimes as point-biserials. In those sets of data where two criteria were included, one was selected in the following order of priority: GPA, attain Ph.D., departmental examination, and faculty rating.)

Predictors	Biological science	Chemistry	Education	Engineering and applied science	English	Mathematics	Physics	Psychology	Social science
GRE-verbal	.18(7)	.22(14)	.36(15)	.29(11)	.21(6)	.30(6)	.02(5)	.19(23)	.32(11)
GRE-quantitative	.27(8)	.28(13)	.28(14)	.31(10)	.06(6)	.27(6)	.21(6)	.23(22)	.32(10)
GRE-advanced	.26(5)	.39(9)	.24(6)	.44(7)	.43(3)	.44(5)	.38(5)	.24(17)	.46(5)
Undergraduate GPA	.13(2)	.27(7)	.30(5)	.18(4)	.22(4)	.19(4)	.31(4)	.16(15)	.37(6)
GRE-GPA composite (weighted)	.35(3)	.42(6)	.42(7)	.47(4)	.56(2)	.41(3)	.45(2)	.32(4)	.40(5)

D-5

Proportion of students at various levels of GRE Advanced test scores in chemistry, physics, and psychology who attained the Ph.D. within 10 years.#



From Creager, 1965 National Research Council Study.

SHRUNKEN MULTIPLE CORRELATIONS OF
SAT-V, SAT-M, and HSGPA for
GRADES IN VARIOUS COURSES

Regression Equations for Each Class*

	N	$\hat{R}$
Psychology	100	.44
Biology	33	.57
Chemistry	33	.49
Physics	68	.32
Sociology	20	.64

*(Goldman, R.D., and Slaughter, R.E., "Why College Grade Point Average is Difficult to Predict." Journal of Educational Psychology, 1976, 66, 1, 9-14.)

"In sum we believe that the validity problem in GPA prediction is a result of the GPA criterion rather than the tests that are used as predictors. Recognition of this phenomenon would eliminate much pointless argument about the merits of standardized tests for college selection." (Op. Cit., p. 14)

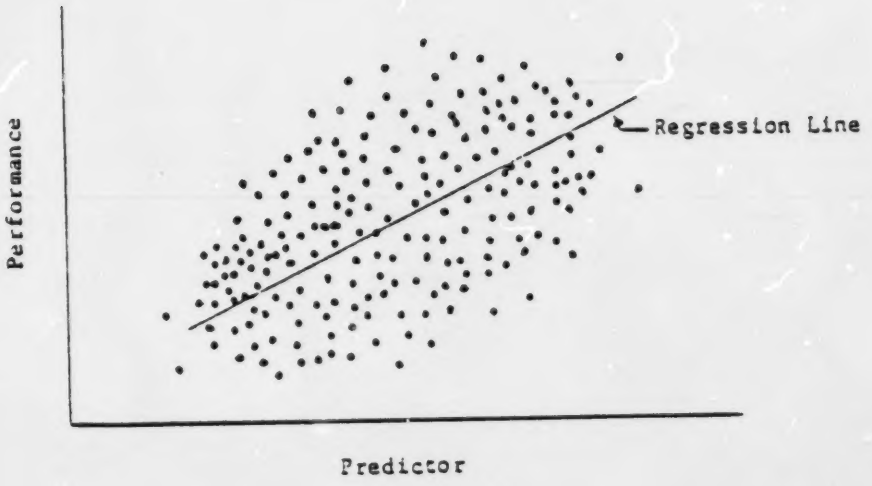


Figure 1. Prediction Without Selection

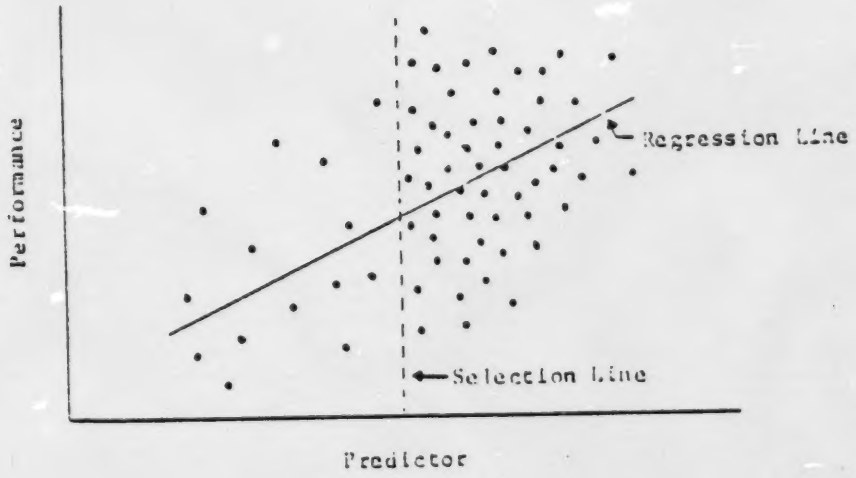
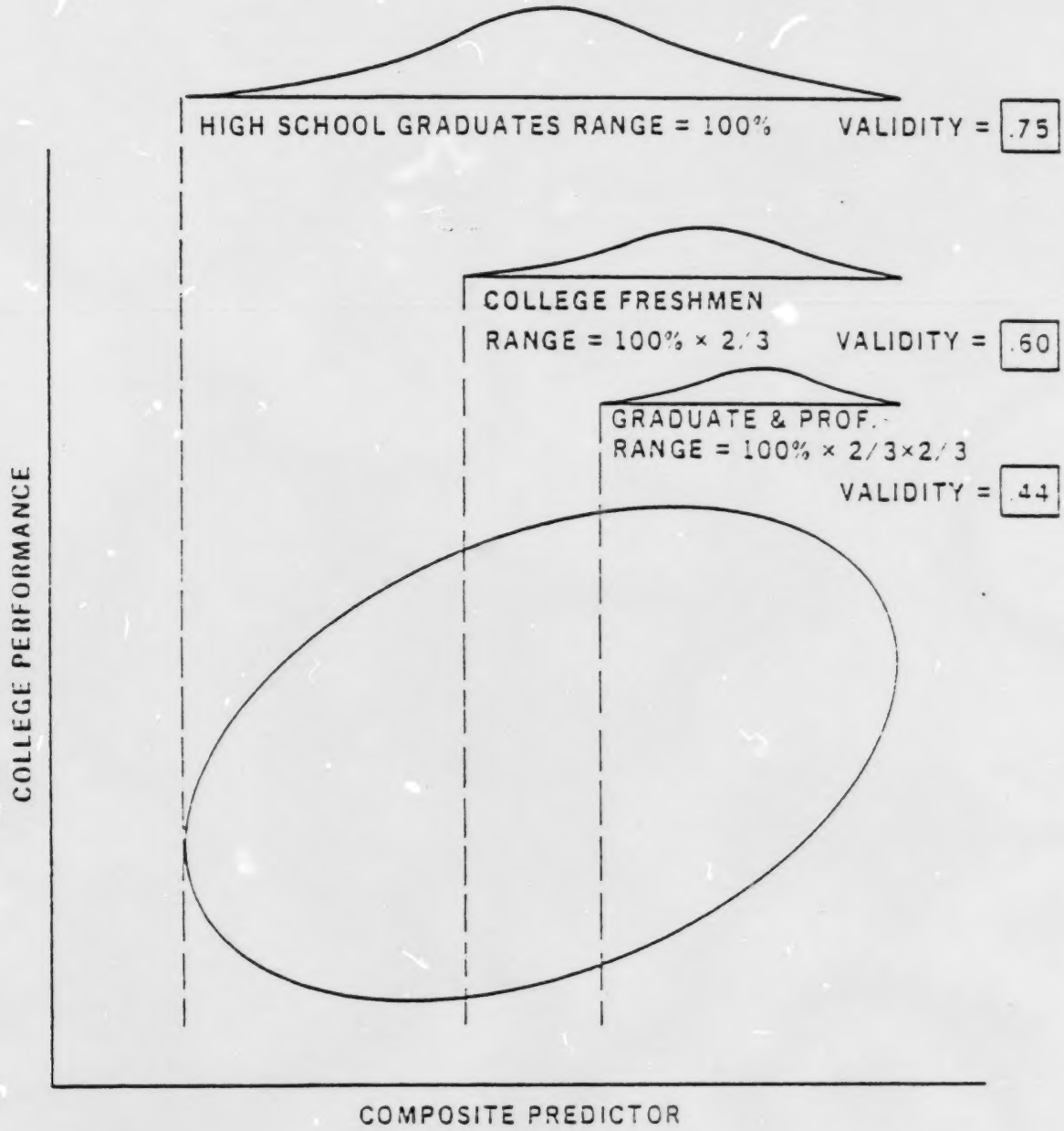


Figure 2. Prediction With Selection



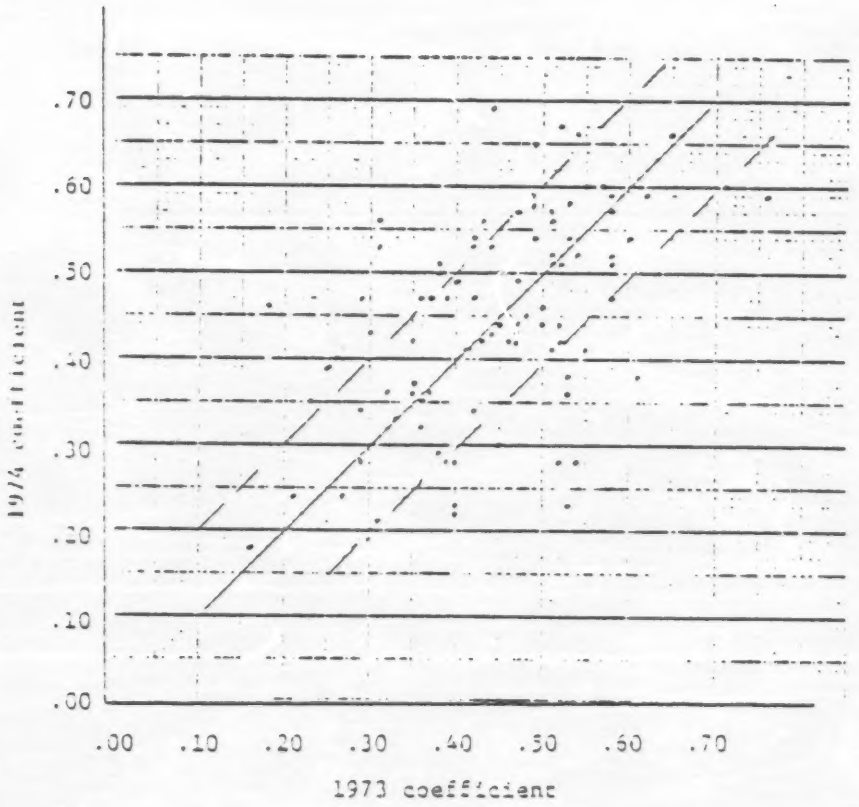
Hypothetical example showing effect of restriction in range of talent on the size of the validity coefficient

Range of Correlation Coefficients That Would be Expected to Include 95 Percent of Observed Values for Selected Population Values and Sample Sizes*

Population value of correlation coefficient	Expected range of observed coefficients when sample size is: 50	100	200
.40	.14-.61	.22-.55	.28-.51
.50	.26-.68	.34-.63	.39-.60
.60	.39-.75	.46-.71	.50-.68
.70	.52-.82	.58-.79	.62-.76

*Calculated using Fisher's z-transformation. Tables of z in McNemar (1962) were used.
(From Schrader, B. The predictive validity of College Board admissions tests, in Angoff, William F. The College Board Admissions Testing Program. New York: College Entrance Examination Board, 1971.)

Multiple validity coefficients (LSAT and UGPA) for two successive first year classes in 95 law schools (N's range from 90 to 500 and average about 175)



C-1

Table 1

Proportion of Successful Selectees as a Function of Validity and Selectivity*

Validity	Selectivity (Percent Selected) 5%	10%	20%	30%	40%	50%
.00	.50	.50	.50	.50	.50	.50
.05	.54	.54	.53	.52	.52	.52
.10	.58	.57	.56	.55	.54	.53
.15	.63	.61	.58	.57	.56	.55
.20	.67	.64	.61	.59	.58	.56
.25	.70	.67	.64	.62	.60	.58
.30	.74	.71	.67	.64	.62	.60
.35	.78	.74	.70	.66	.64	.61
.40	.82	.78	.73	.69	.66	.63
.45	.85	.81	.75	.71	.68	.65
.50	.88	.84	.78	.74	.70	.67
.55	.91	.87	.81	.76	.72	.69
.60	.94	.90	.84	.79	.75	.70
.65	.96	.92	.87	.82	.77	.73
.70	.98	.95	.90	.85	.80	.75
.75	.99	.97	.92	.87	.82	.77
.80	1.00	.99	.95	.90	.85	.80
.85	1.00	.99	.97	.94	.88	.82
.90	1.00	1.00	.99	.97	.92	.86
.95	1.00	1.00	1.00	.99	.96	.90
1.00	1.00	1.00	1.00	1.00	1.00	1.00

*Adapted from Tiffin, 1965, p. 652.

C-2

RELATION BETWEEN STANDING ON A PREDICTOR
AND STANDING ON CRITERION FOR VALIDITY
COEFFICIENTS OF .00, .40 and .60

Validity	Standing on Predictor	Percent of Students in Each Criterion Group		
		Bottom Fifth	Middle Three Fifths	Top Fifth
.00	Top fifth	20	60	20
	Middle three-fifths	20	60	20
	Bottom fifth	20	60	20
.40	Top fifth	7	55	38
	Middle three-fifths	18	64	18
	Bottom fifth	38	55	7
.60	Top fifth	2	48	50
	Middle three-fifths	16	68	16
	Bottom fifths	50	48	2

C-3

Hypothetical Expectancy
Table for School X

Score Level	CHANCES IN 100 OF EARNING VARIOUS FIRST-YEAR AVERAGE GRADES			
	Failing Grades	Passing Grades (Above Failing but Below Honors)	Honor Grades	Passing or Honor Grades
600-649	0	44	56	100
550-599	3	50	47	97
500-549	7	59	33	92
450-499	17	60	23	83
400-449	27	59	14	73
350-399	31	61	8	69
300-349	50	45	5	50

D-1

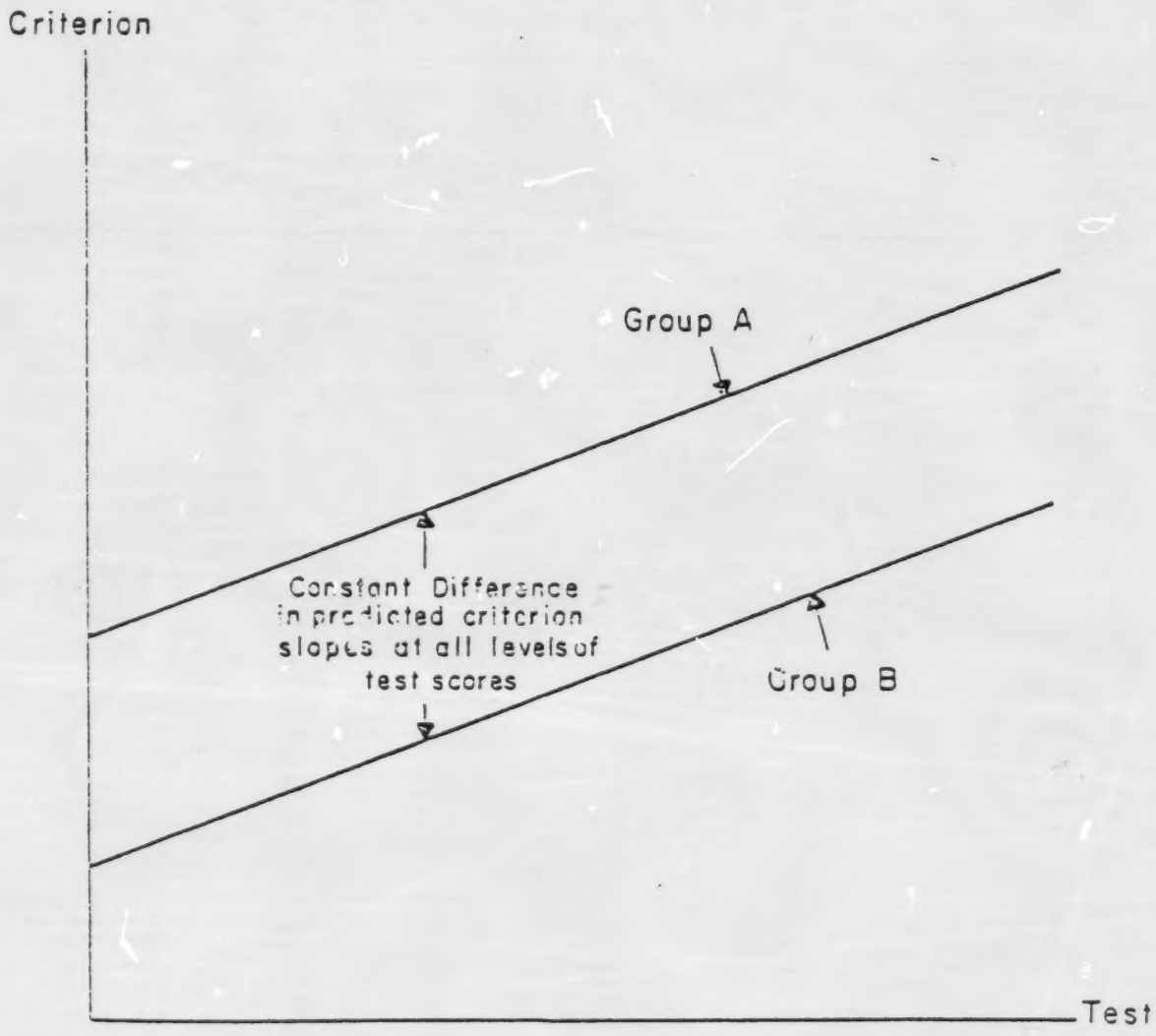


Figure 3

Illustration of regression lines with equal slopes but unequal intercepts

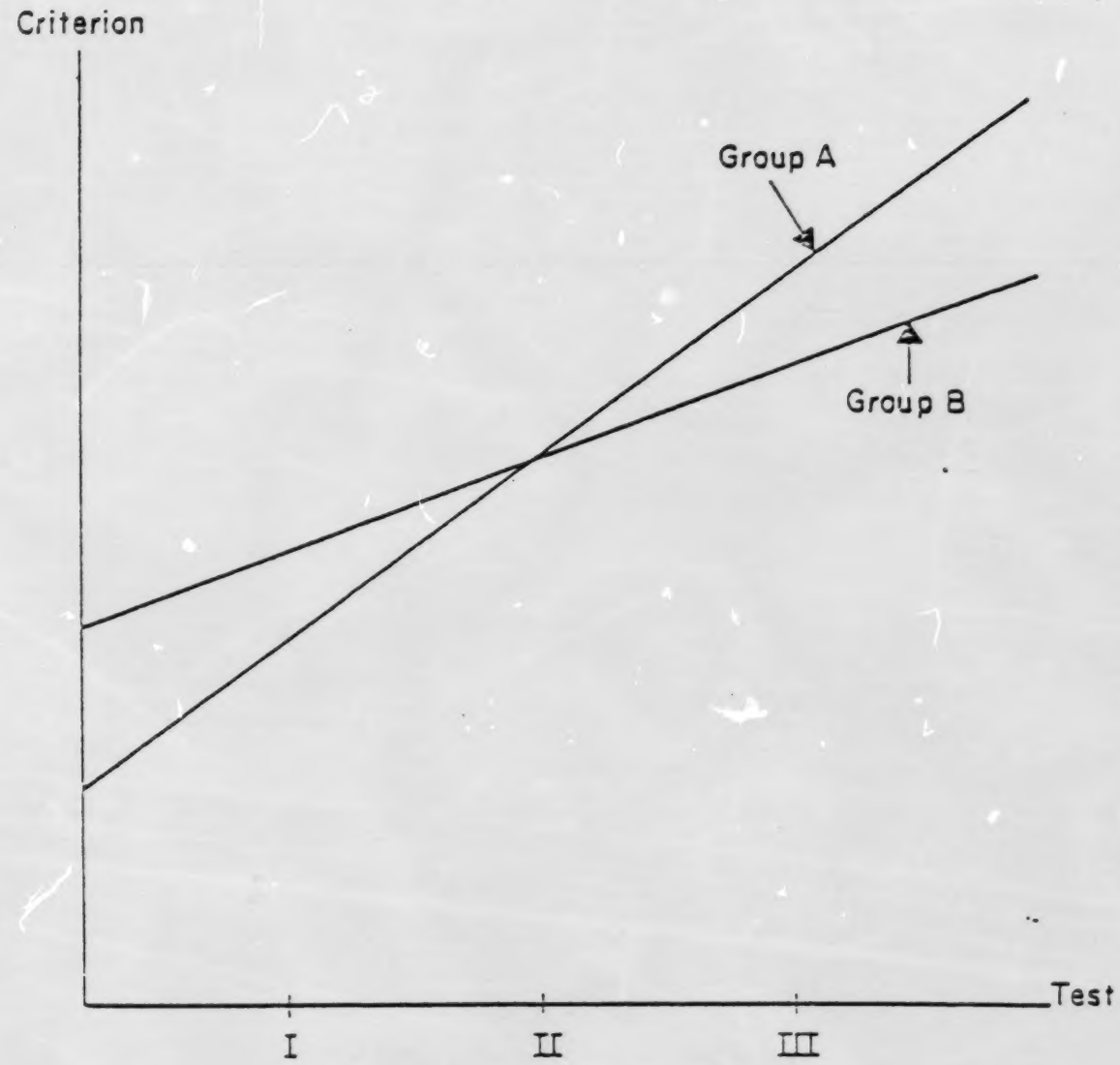


Figure 2

Illustration of regression lines with unequal slopes

Table 2

Predicted and Actual Grades for Black and Mexican American Students[a]

Study & School	Predicted Average Grade[b]	Actual Average Grade	Amount of Over-prediction
	Black Students		
II-A	39	36	3
II-B	42	37	5
II-C	40	38	2
II-D	40	36	4
II-E	40	38	2
III-D	36	33	3
III-E	39	36	3
III-F	39	37	2
III-G	44	42	2
III-H	40	36	4
III-I	38	33	5
III-J71	40	35	5
III-J72	40	36	4
	Mexican American Students		
III-A	40	36	4
III-B	49	44	5
III-C	41	38	3

[a]The predictions are based on UGPA and LSAT using the combined group consisting of the total black or Mexican American sample and the proportional white sample.

[b]Grades were scaled to have a mean of 50 and a standard deviation of 10 for the combined group of students within each school. Predictions are for UGPA and LSAT scores at the mean of black or Mexican American students within each school.

Figure 1

Cross-plot of Deltas for White-Northeastern

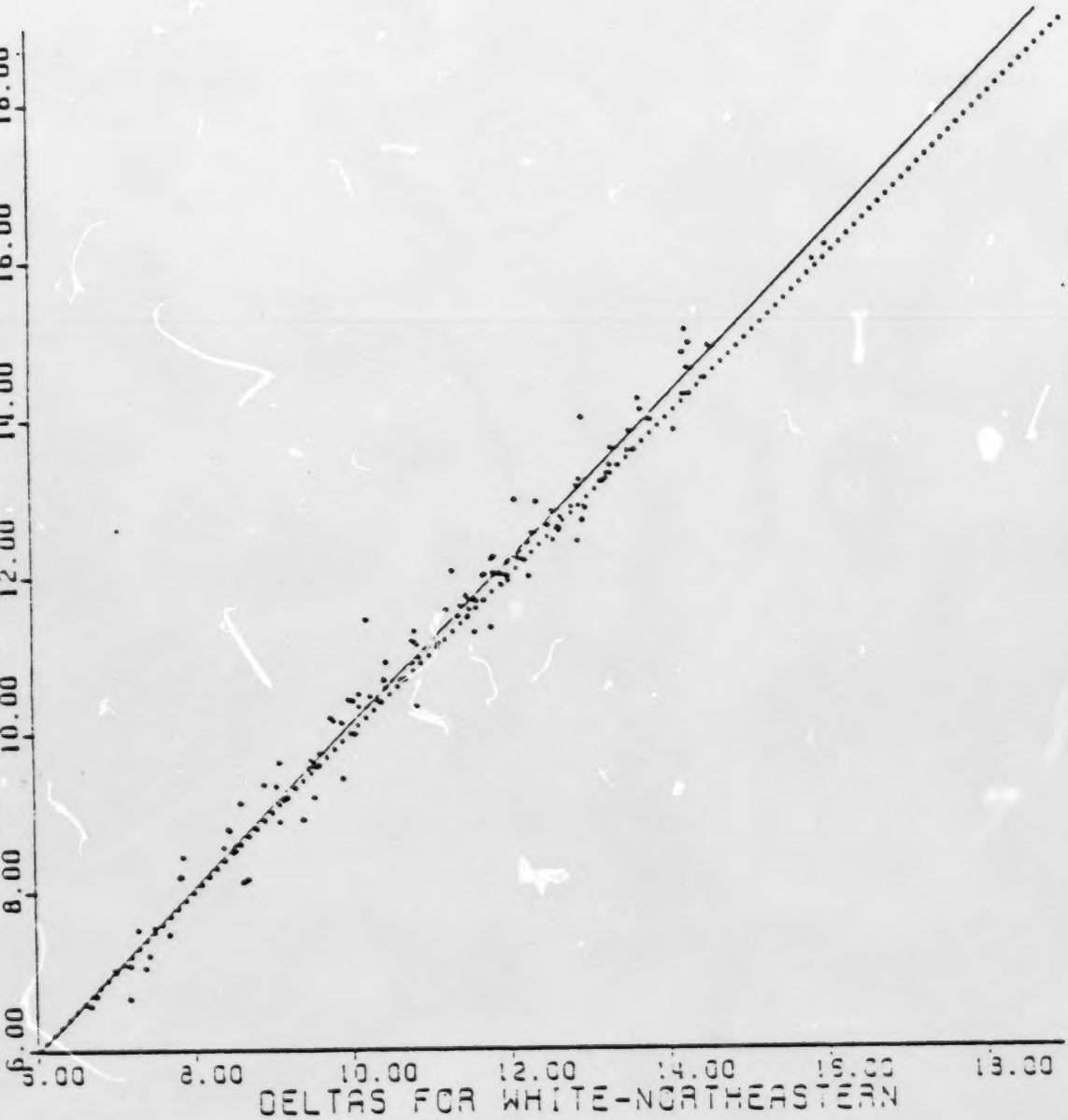


Figure 2

Cross-plot of Deltas for White-Southeastern

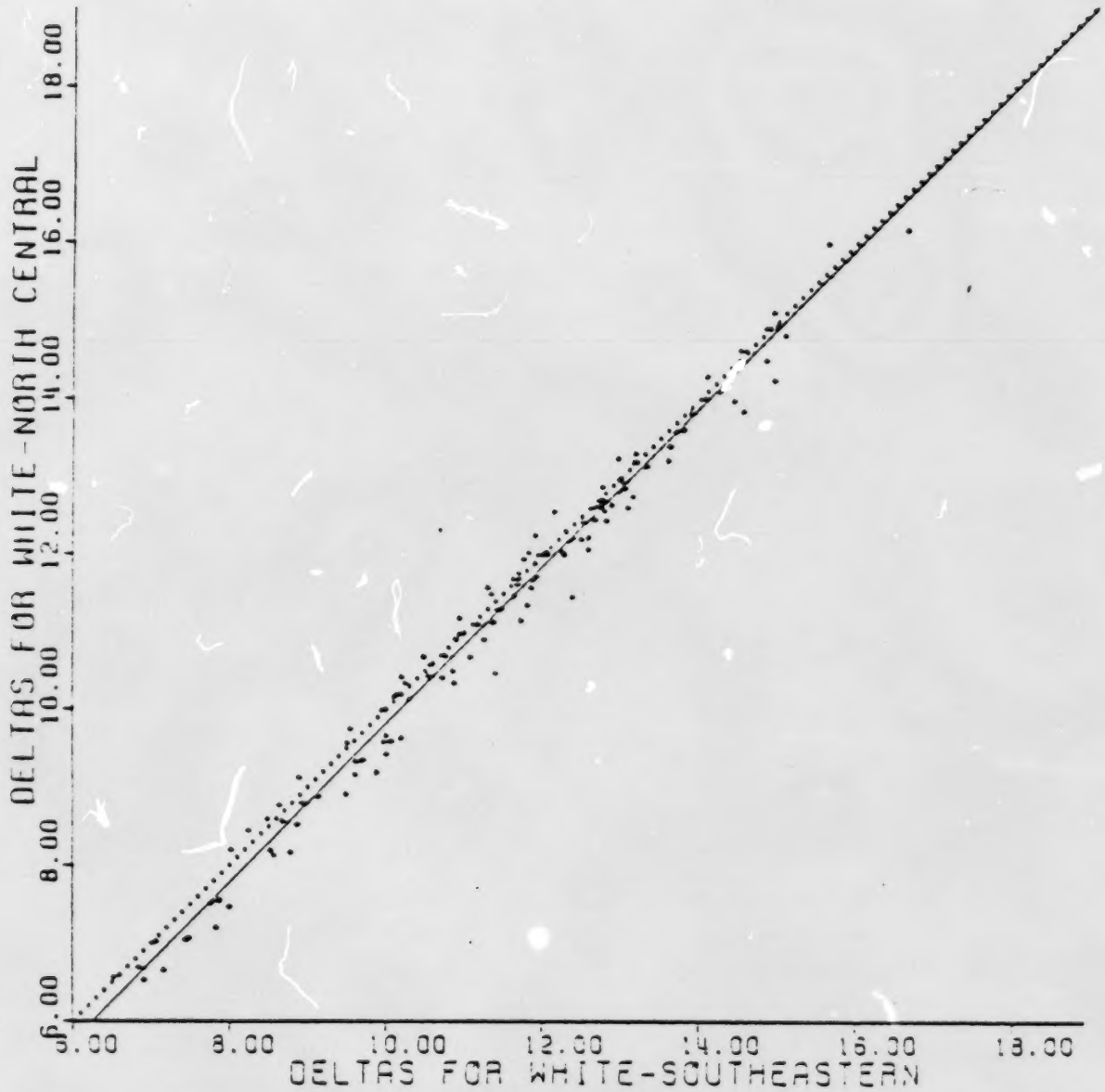
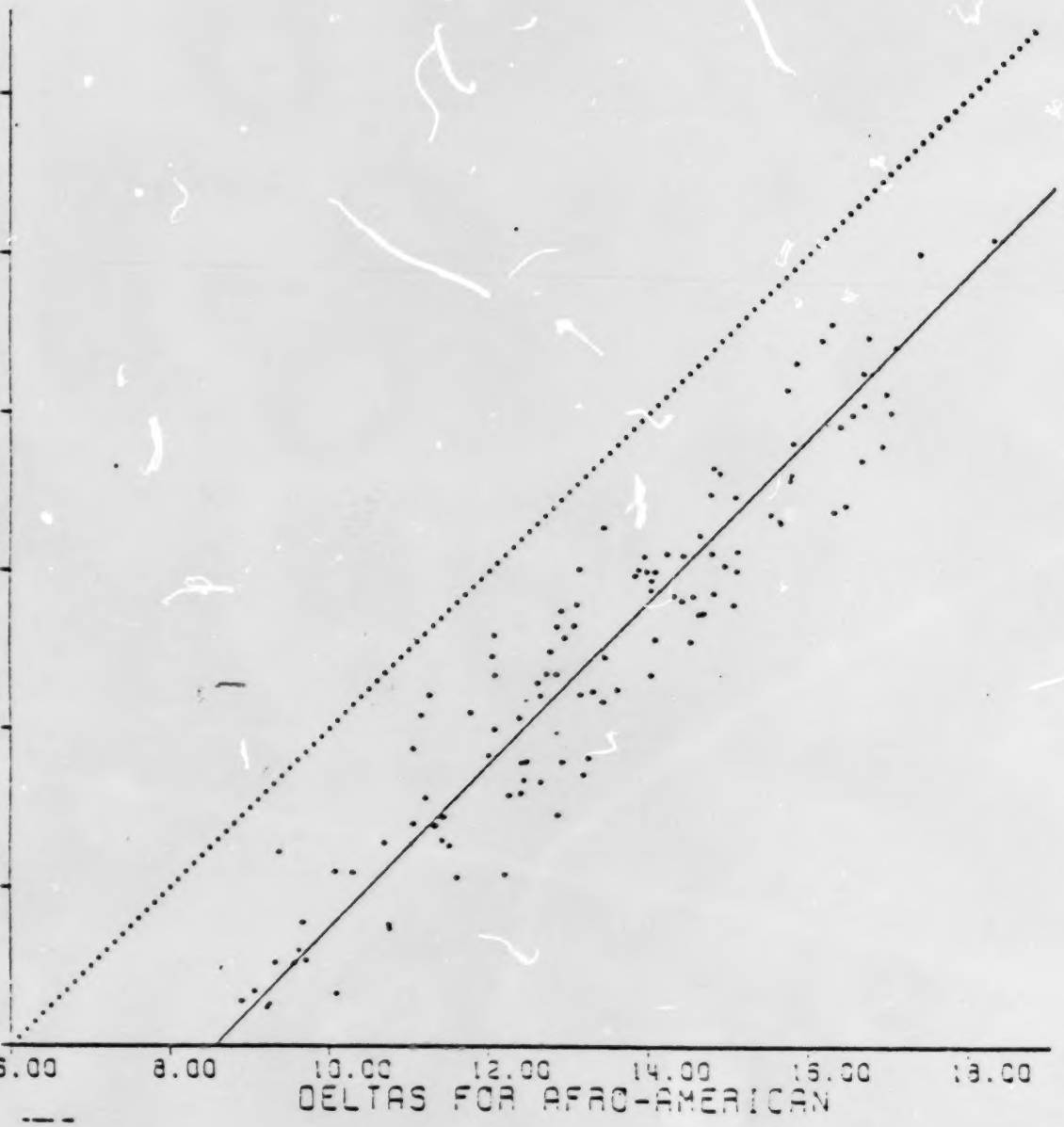


Figure 3

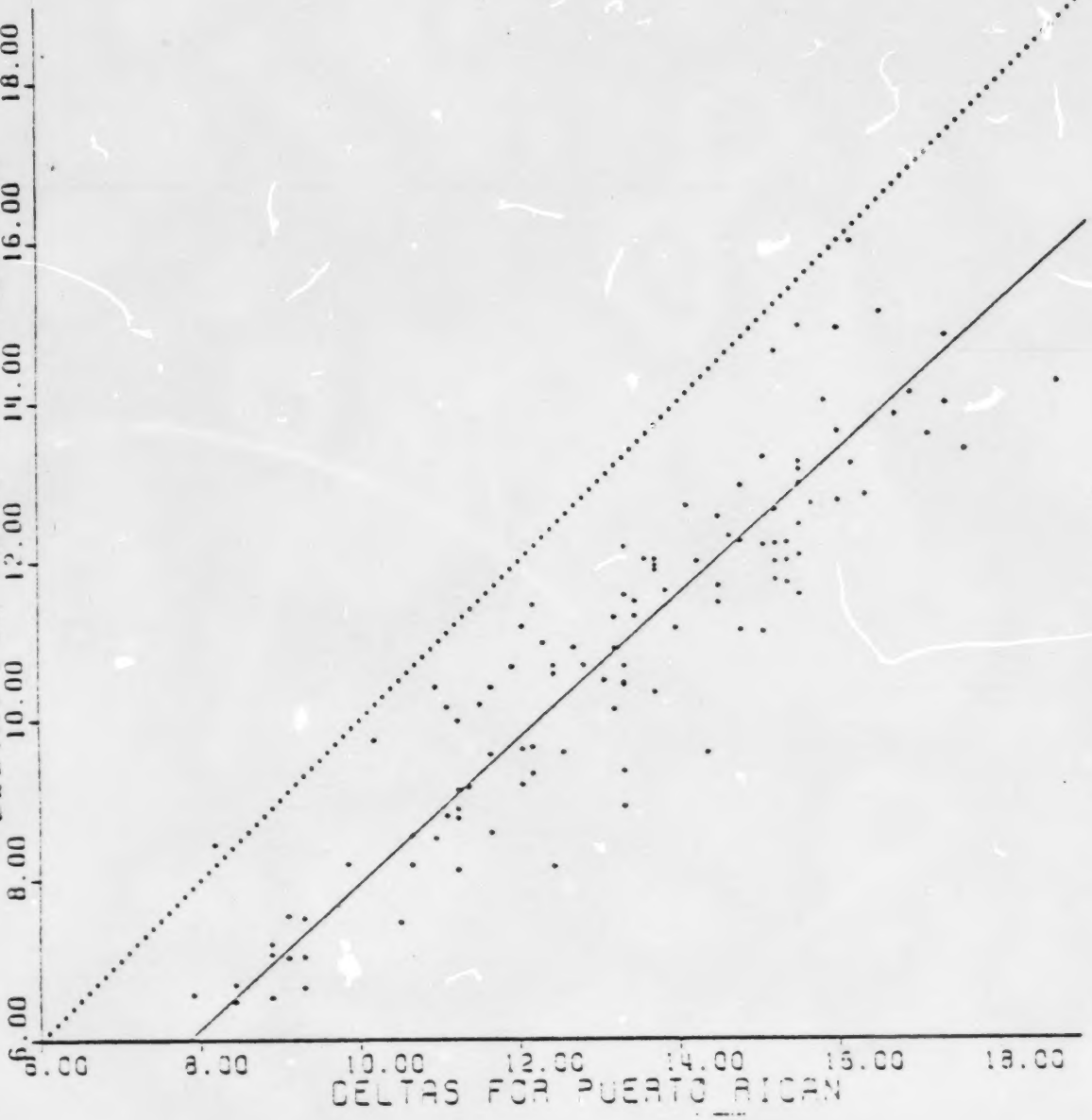
Cross-plot of Deltas for Afro-American



D-1

Figure 4

Cross-plot of Deltas for Puerto Rican



Figure

Cross-plot of Deltas for Mexican-American

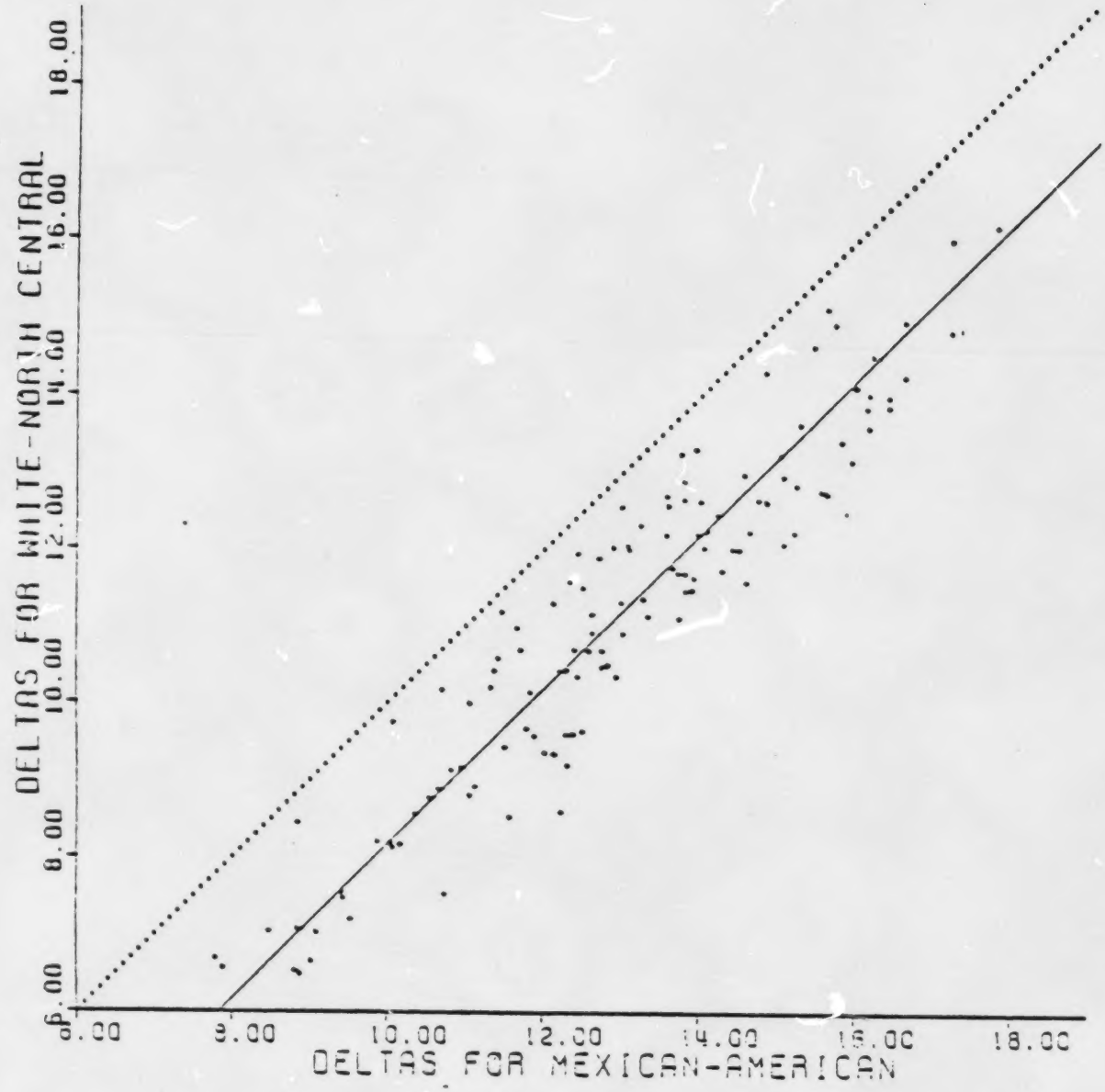


Figure 5

Cross-plot of Deltas for Other Latin-American